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ABSTRACT

This curriculum module contains lesson plans and application activities that were developed to help adult students master the writing skills needed to earn a general high school equivalency diploma. Included in the module are materials designed to help students demonstrate effective writing and master specific objectives in the following writing skill categories: mechanics, usage, sentence structure, paragraph development, and mastery of the POWER (planning, organizing, writing, evaluating, revising) program. A syllabus detailing the topics and homework assignments of the 18-week course is provided along with student handouts and learning activities. A variety of handouts are presented, including tip sheets, word lists, and lists of rules/guidelines for spelling, using words correctly, and writing passages of various length. (MN)

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Colorado Community College and Occupational Education System
United States Department of Education
Corporate, Workforce, & Economic Development, a division of
Pikes Peak Community College
Current, Inc.

GED Writing for Workplace Students

Developing the skills that lead to getting a high school diploma while practicing and transferring those skills to a workplace setting was the basis for this curriculum development. While much of the material referenced is from a a major publishing house, students are encouraged to practice skill transfer in daily settings.

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INTRODUCTION

The Workplace Classroom is a set of 11 curriculum modules created by workplace educators from Pikes Peak Community College in collaboration and partnership with employees of Current, Inc., a large greeting card company in Colorado Springs, Colorado. The partnership was formed through an 18-month federal workplace research and development grant from the United States Department of Education awarded to the Colorado Community College and Occupational Education System. Teachers in the project designed, developed and field-tested curricula and materials for the 11 basic skills courses through the process of identifying and understanding the culture of the workplace and the learning needs of the individuals working within it.

The Pikes Peak staff chose not to rely on ready-made materials or programmed texts with which to teach classes. Instead, teachers and curriculum specialists interviewed employees, created job profiles, developed customized assessments, and invited student participation in the development of class content. The result is a unique set of curriculum modules in learning to learn, reading, writing, communication, problem solving, English as a second language, math and algebra that reflect learning needs of real people in a large printing/manufacturing environment. These modules were designed as six week, two hour classes, but the learning rationale and intentions could easily be modified to accommodate longer or shorter sessions.

The idea of following a design process involving the active and continuous commitment and participation of the employee and the employer provides a fresh look at the development of curricula and instruction. The goal of this process is to develop a curriculum product that enhances the basic literacy skills of adults and increases critical thinking and problem solving skills that are easily transferred to occupational improvement. The Pikes Peak staff felt that the best way to reach this goal was to involve employees and employers in the many levels of curriculum development and design.

We believe that these curriculum products are genuine reflections of sound adult learning theory that says adults must have relevant learning experiences that build on prior knowledge and in some way advance positive change in their daily work lives. These modules were built through the active participation and assessment of the adult students for whom they were designed. Those of us who developed these products encourage other workplace educators to use them in part or as complete modules, keeping in mind that their very design welcomes the change and diversity that other workplace environments are sure to lend to them. We feel that the authenticity of our curricula will provide ideas and incentive to other teachers and curriculum specialists who are beginning new programs or are looking for ways of improving existing curricula.

Best of luck with any or all of the Workplace Literacy Modules.

Rita Moore

Rita Moore, Project Leader
Workplace Literacy Grant Pikes Peak Community College

GED WRITING FOR WORKPLACE STUDENTS

INTRODUCTION

The lesson plans and application activities in this curriculum module were developed to support identified learning needs of adult students who want to earn a general equivalency diploma for high school. Students represented a variety of skill levels and abilities therefore a variety of material is included. The format for the GED classes is somewhat different from the other workplace curriculum modules. The GED Math and Writing are primarily restricted to assignments in the Steck-Vaughn series with supplementary materials created by teachers that addressed specific learning needs of their students.

The text used for the course was Steck-Vaughn. Sample materials come from Steck-Vaughn and are supplemented by teacher-made application exercises. Students in the course were encouraged to master the material necessary to complete a GED and to also apply new skill to the workplace setting.

Rita Moore

Rita Moore, Project Manager
Workplace Literacy Grant Pikes Peak Community College

"The best thing about this course has been re-learning the things I knew years ago and having them come back to mind now."

--GED Writing Student

INSTRUCTIONAL OBJECTIVES
GED WRITING

OVERALL OBJECTIVES

1. Students will be able to demonstrate effective writing.
2. Students will obtain a passing score on the GED Writing Exam.

SPECIFIC OBJECTIVES

Mechanics: (80% mastery level)

Students will be able to demonstrate correct use of the following:

- capital letters
- end punctuation
- commas
- semi-colons
- apostrophes
- quotation marks

Usage: (80% mastery level)

Students will be able to demonstrate correct:

- subject/verb agreement.
- use of irregular verbs.
- use of verb tenses.
- use of personal pronouns.
- agreement of pronouns and their antecedents.
- use of adjectives and adverbs.

Sentence Structure: (80% mastery level)

- Students will be able to demonstrate identification and correction of:
  - sentence fragments
  - run-on sentences
- Students will be able to demonstrate effective sentence combining.
- Students will be able to demonstrate the correct use of parallel structure.
- Students will be able to demonstrate the correct use of subordination to add details to a sentence.
- Students will be able to demonstrate the correct use of adverb clauses and the correct use of subordinating conjunctions to show relationships within the sentence.
- Students will be able to demonstrate the correct use of adjective clauses using relative pronouns to begin the subordinate clause.
- Students will be able to identify and correct misplaced modifiers.
- Students will be able to demonstrate effective sentence revising skills ensuring that the proper relationships between ideas are expressed.

Paragraph Development:

- Students will be able to demonstrate proper mechanics in writing paragraphs.
- Students will be able to demonstrate appropriate:
  - topic sentences
  - support sentences
  - paragraph unity

POWER Writing:

Students will be able to demonstrate the use of the POWER Writing Program by the effective use of:

- Planning - using brainstorming, listing, clustering, webbing.
- Organizing - categorizing, ordering, planning paragraph content.
- Writing - writing effective paragraphs.
- Evaluating - editing.
- Revising - correcting errors.

GED Writing
Syllabus

TEXTS: GED Writing Skills (Steck-Vaughn) BLUE
Writing for Competency (Steck-Vaughn) YELLOW

WEEK 1: Administrative Activities and Class Overview
Information on the GED p. 5 (Blue)
Answering the Test Questions p. 9 (Blue)
Mechanics Overview p. 34-35
Lesson 6: Correct Spelling p.78
Spelling Handouts: Rules & Patterns, Strategies, Memory Devices, and Tips on Mastering Spelling
Lesson 7: Possessives, Homonyms, ETC. p. 85 (Blue)
Warm-up Writing Exercise
Overview of POWER Writing Strategy
Step 1: Reading the Writing Assignment p. 9 (Yellow)
Practice p. 11-13 (Yellow)
HOMEWORK: Read Study Skills Section p. 10-12 (Blue)
Study first 20 spelling words p. 78 (Blue)
Exercises p. 82-84 (Blue)
Exercises p. 87-88 (Blue)
GED Mini Test p. 89-91 (Omit #'s 5 and 8) (Blue)
Read: "To the Student" p. 4-7 (Yellow)
Application: Select # 1 or 2 p.14-15 (Yellow)

WEEK 2: Homework and Questions
Contraction/Possessive Exercise
Spelling Quiz
Lesson 1: Using Capitalization p. 36 (Blue)
Exercises p. 38-40 (Blue)
Lesson 2: Using End Punctuation p. 44 (Blue)
Exercises p. 45 (Blue)
Lesson 3: Using Commas p.46 (Blue)
Exercises p.47 (Blue)
Warm-up Writing Exercise
Step 2: Listing Your Ideas p. 17 (Yellow)
Practice p. 20 (Yellow)
HOMEWORK: Spelling: Study second group of 20 words p.78 (Blue)
GED Mini Test p. 41 (Blue)
Application p. 23 (Yellow)

WEEK 3 Homework and Questions
Capitalization Exercise and Capitalization Rewrite
Spelling Handout: Words Similar in Sound and Often Confused
Spelling Quiz
Lesson 3: Commas - Interrupting Words or Phrases p.48 (Blue)
Commas: Introductory Elements p. 49 (Blue)
Commas: Direct Quotations p. 49 (Blue)
Exercises p. 50-51 (Blue)
Commas in Complex Sentences p. 52 (Blue)
Commas in Compound Sentences p. 52 (Blue)
Warm-up Writing Exercise
Sentence Handouts: What is a Sentence? and Tips on Writing Complete Sentences
Step 3: Grouping and Naming p. 25 (Yellow)
Practice p. 28 (Yellow)
HOMEWORK: Spelling: Study third group of 20 words p. 78 (Blue)
Plural Exercise
Exercises p. 53-54 (1-8) (Blue)
GED Mini Test p. 55-56 (1-5) (Blue)
Application p. 31 (Yellow)
Sentence Practice

WEEK 4: Homework and Questions
Comma Exercise
Spelling Quiz
Lesson 4: Using Semicolons p. 60 (Blue)
Exercises p. 61 (Blue)
Lesson 5: Using Apostrophes and Quotation Marks p. 68 (Blue)
Exercises p. 62, 1-6 (Blue)
Quotation Marks p. 70 (Blue)
Warm-up Writing Exercise
Simultaneous Listing and Naming
Step 4: Adding Details and Putting Groups in Order p. 33 (Yellow)
Practice p. 36-37 (Yellow)
HOMEWORK: Spelling: Study fourth group of 20 words p. 78 (Blue)
Exercises p. 71-73 (Blue)
GED Mini Test p. 74-75 (Blue)
Application p. 38-39 (Yellow)

WEEK 5: Homework and Questions
Spelling Quiz
GED Mini Test p. 90 #'s 5 & 8 (Blue)
Handout: Mechanics Review
Mechanics Review p. 94-98 (Blue)
Usage p. 102 (Blue)
Lesson 8: Subject-Verb Agreement p. 104 (Blue)
Warm-up Writing Exercise
Handout: Topic Sentences
Step 5: Writing the Introductory Paragraph p. 41 (Yellow)
Practice p. 44 1,2&3 (Yellow)
HOMEWORK: Spelling: Study fifth group of 20 words p. 78 (Blue)
Exercises p. 106 #'s 1-15
GED Mini Test p. 109 #'s 1-5 (Blue)
Practice #'s 4 & 5 p. 48-49 (Yellow)
Application p. 50 (Yellow)

WEEK 6: Homework and Questions
Spelling
Lesson 9: Irregular Verbs p. 112 (Blue)
Exercises p. 114 #'s 1-18 (Blue)
Lesson 10: Verb Tenses p. 120 (Blue)
Warm-up Writing Exercise
Handouts: Paragraph Development and Unity in a Paragraph
Step 6: Writing the Body of Your Paper p. 52 (Yellow)
Practice p. 55 (Yellow)
HOMEWORK: Spelling: Study sixth group of 20 words p. 78 (Blue)
GED Mini Test p. 117 #'s 1-4 (Blue)
Exercises p. 124 #'s 1-11 (Blue)
GED Mini Test p. 126 (Blue)
Application p. 57 (Yellow)

WEEK 7: Homework and Questions
Irregular Verb/Verb Tense Exercise
Spelling Quiz
Lesson 11: Personal Pronouns p. 130 (Blue)
Exercises p. 133 (Blue)
Writing Exercises
Paragraph Development Review
Step 7: Writing the Concluding Paragraph p. 60 (Yellow)
Practice p.64 (Yellow) Write concluding paragraphs
HOMEWORK: Spelling: Study seventh group of 20 words p. 78-79 (Blue)
Complete Exercises p. 133-135 (Blue)
GED Mini Test p. 136-137 (Blue)
Application p.68 (Blue)

WEEK 8: Homework and Questions
Pronoun Exercise
Subject Review and Exercise
Spelling
Prepositions
Lesson 12: Pronouns and Antecedents p. 140 (Blue)
Exercises p. 142 (Blue)
Lesson 13: Indefinite Pronouns p. 148 (Blue)
Exercises p. 151 (Blue)
Writing Exercises
HOMEWORK: Spelling: Study eighth group of 20 words p. 79 (Blue)
GED Mini Test p. 153 (Blue)
Application p. 78 (Yellow)

WEEK 9: Homework and Questions
Pronoun Exercise
Preposition Review
Spelling
Noun Review
Adjectives
Effective Use of Adjectives
Writing Exercises
Brainstorming Activity: What are the advantages and disadvantages of public bus transportantion?
HOMEWORK: Spelling: Study ninth group of 20 words p. 79 (Blue)
Write a short paragraph describing a place you know. It should be a pleasant or dreary place. Choose adjectives carefully so the reader will get an idea of how the scene looks and how you feel about it. Create a vivid impression!

WEEK 10: Homework and Questions
Adjective and Article Exercises
Spelling
Verb Review
Effective Use of Verbs
Verb Exercise
Adverbs
Effective Use of Adverbs
Writing Exercises
Co-operative activity - Categorization from brainstorming list.
HOMEWORK: Spelling: Study tenth group of 20 words p. 79 (Blue)
"Keeping Life Afloat" - Read and write an ending to this cliffhanger. Use specific verbs.

WEEK 11: Homework and Questions

Endings to "Keeping Life Afloat"
Adverb Exercise
Spelling
Review Previous Brainstorm Activity
Class Activity: Develop topic sentence and begin the intro paragraph

HOMEWORK: Spelling: Study eleventh group of 20 words p. 79 (Blue)
Rewrite paragraph #2 in Effective Use of Adverbs to show activity to be more vigorous and confident.
Rewrite the intro paragraph to your last essay

WEEK 12: Homework and Questions

Spelling
Lesson 14: Adjectives and Adverbs p. 156 (Blue)
Exercises p. 158 (Blue)
Writing Exercises
Sample Essays - Grade, rank and discuss
Continue on Class Essay

HOMEWORK: Spelling: Study twelfth group of 20 words p. 79 (Yellow)
Review Usage p. 164-168 (Blue)
Write an essay using the POWER Writing Steps. Select a topic from the topic list given on the handout.

WEEK 13: Homework and Questions

Adjective/Adverb Exercise
Spelling
Usage Review
Lesson 15: Sentence Fragments P. 174 (Blue)
Exercises P. 176 (Blue)
Conjucntions
Lesson 16: Run-on Sentences P. 182 (Blue)
Exercises P. 184 (Blue)
Class Essay - Body Paragraphs

HOMEWORK: Spelling: Study thirteenth group of 20 words P. 79 (Yellow)
GED Mini Tests P. 179 and 187 (Blue)
Writer's Handbook P. 112-115 (Yellow)
Individual Essays: Rewrites or new essay

WEEK 14: Homework and Questions

Fragment/Run-on Exercise and Conjunction Exercise
Spelling
Lesson 17: Sentence Combining P. 190 (Blue)
Exercises P. 192 (Blue)
Lesson 18: Parallel Structure P. 200 (Blue)
Exercises P. 202 (Blue)
Class Essay - Concluding Paragraph

HOMEWORK: Spelling: Study fourteenth group of 20 words P. 79 (Yellow)
GED Mini Tests P. 196 and 205 (Blue)
Step 8: Improving Your Composition Read P. 70-75 (Yellow)
Essay: Rewrites or new essay

WEEK 15: Homework and Questions

Review Conjunction Exercise
Sentence Combining and Parallel Structure Exercises
Spelling
Lesson 19: Subordination P. 208 (Blue)
Exercises P. 210 (Blue)
Class Essay - Evaluate, Revise

HOMEWORK: Spelling: Study fifteenth group of 20 words P. 79 (Yellow)
GED Mini Test P. 213 (Blue)
Review POWER Writing Steps P. 80-95 (Yellow)
Essay: Rewrites or new essay

WEEK 16: Homework and Questions

Subordination Exercise
Spelling
Lesson 20: Misplaced Modifier P. 216 (Blue)
Exercises P. 218 (Blue)
Lesson 21: Sentence Revising P. 224 (Blue)
Exercises P. 226 (Blue)
Practicing for the Test P. 97 (Yellow)

HOMEWORK: Spelling: Study sixteenth group of 20 words P. 79 (Yellow)
GED Mini Tests P. 221 and 230 (Blue)
Writer's Handbook: Capitalization, Punctuation and Spelling P. 116-121 (Yellow)
Essay: Rewrites or new essay

WEEK 17: Homework and Questions

Misplaced Modifier and Sentence Revising Exercises
Spelling
Timed Essay (45 minutes)

HOMEWORK: Spelling: Study seventeenth group of 20 words P. 79 (Yellow)
Evaluate Yourself: Make a list of your strongest areas and your weakest areas.
Essay: Rewrites or new essay

WEEK 18: Homework and Questions

Practice GED Test (Grammar and Timed Essay)
Six Week Evaluations

HOMEWORK: Spelling: Study eighteenth group of 20 words P. 79 (Yellow)
Essay Rewrites

TIPS ON MASTERING SPELLING

1. Write words that are causing difficulty several times.

2. Use your dictionary and write long, difficult words in parts.
   mis-cel-la-ne-ous

3. Have someone dictate words and then write them.

4. Group similar words and practice them together.
   author/doctor/counselor
   although/altogether/always
   precede/recede
   proceed/succeed

5. Write sentences with spelling words.

6. In one or more sentences, write similar spelling words.
   I don't care whether the weather is good.

7. In one or more sentences, write different forms of words.
   Jim is the twelfth of twelve children.

SPELLING RULES

Rules for Short Vowels

1. **-ck**

   Use -ck to spell the (k) sound immediately after one short vowel at the end of a one syllable word and also in a few two syllable words.
   EXAMPLES: track, black, clock, deck, trick, duck
   -ck is also used to spell the (k) sound after one short vowel in two syllable words ending in -et or -le.
   EXAMPLES: jacket, pocket, tickle, ticket, buckle

2. **Floss Rule** (-ff, -ll, -ss, -zz)

   In a one syllable word double the final f, l, s, and z after a single vowel.
   EXAMPLES: staff, spell, kiss, jazz, roll
   EXCEPTIONS: if, clef, gas, this, us, thus, yes, bus, plus
   NOTE: Final -s sounded as (z) is never doubled - as, is, was, has, his.

3. **Long Spelling after a Short Vowel: -tch**

   Use -tch to spell the (ch) sound immediately after one short vowel at the end of a one-syllable word and also in a few two-syllable words.
   EXAMPLES: catch, pitch, wretch, kitchen
   EXCEPTIONS: such, much, rich, which

4. **Long Spelling after a Short Vowel: -dge**

   Use -dge to spell the (j) sound immediately after one short vowel on the end of a one-syllable word and also in a few two-syllable words.
   EXAMPLES: badge, judge, bridge, dodge, gadget

5. **Doubling Rule**

   In a one-syllable word, with one short vowel, ending in one consonant (1-1-1), double the final consonant before adding a suffix that starts with a vowel (-ed, -er, -ing, -y, etc.).
   EXAMPLES: batting, fitter, getting, stopped, funny
   DO NOT DOUBLE the final consonant before a suffix starting with a consonant (-ful, -ly, -ment, -ness, etc.)
   EXAMPLES: fit - fitted, fitful; sad - sadder, sadly
   red - redder, redness; ship - shipping, shipment
   In a multisyllable word, double the final consonant if the final syllable is accented.
   EXAMPLES: admit' - admit'ting - admit'ted (accent on final syllable)
   forgot' - forget'ting - forgot'ten
   en'ter - en'tering - en'tered (no accent on last syllable, no double)
   pi'lot - pi'loting - pi'loted
   In a multisyllable word do not double the final consonant before a suffix starting with a consonant.

EXAMPLES: ship, shipped, shipment

In a multisyllable word, when the short vowel is followed by at least two consonants at the end of a root word, do not consider doubling when adding an ending.

EXAMPLES: plant - planted; pitch - pitcher; truck - trucking

NOTE: Never double x or y: fix - fixing; have - having

Rules for Long Vowel Sounds

1. **Silent -e**

Silent -e on the end of a word "makes" the single vowel immediately before it long

EXAMPLES: cop - cope; pan - pane; pin - pine; cut - cute;

Silent -e makes y = (i) as in type and style

Final -ve: A preceding single vowel may be long or short before -ve because v is never doubled.

EXAMPLES: hive, grave, trove (long vowel sound)
have, give, love (short vowel sound)

2. **When ie and ei = (e)**

Use i before e
Except after c

Use ei when sounded as (a), as in neighbor and weigh

EXAMPLES: piece, ceiling, believe, receive

EXCEPTIONS: either, neither, foreign, forfeit, height, leisure, seize, weird conscience, and science

3. **Words ending in -ce or -ge**

Keep the final e when adding a suffix that begins with a or o

EXAMPLES: notice + able = noticeable
outrage + ous = outrageous

Contractions

Abbreviations of two words with an apostrophe to show where the letters are missing:

who's for who is	haven't for have not
it's for it is	can't for cannot
there's for there is	didn't for did not

NOTE: Do not confuse contractions with sound-alike possessive pronouns (whose, its, theirs, for example), which do not use apostrophes.

-ful and _-ly_ Rules

The suffixes _-ful_ and _-ly_ are added to root words as they stand. If the root word ends with a silent _-e_ the *e* will not be dropped. Note these examples:

surely	lively	purely	closely	finely
likely	lovely	rarely	severely	safely
lonely	scarcely	wisely	widely	bravely
timely	sincerely	nicely	loosely	homely

If the suffix _-ly_ is added to a word ending with _l_, the _-l_ must be doubled. Note these examples:

usually	legally	occasionally
casually	actually	exceptionally
mentally	mortally	annually
punctually	finally	potentially

Adding _-ly_ to Words Ending in _-le_

In a word with the ending _-le_, preceded by a consonant, change the final *e* to *y*. Note the following examples:

simple - simply	gentle - gently
terrible - terribly	horrible - horribly
double - doubly	able - ably

If the _le_ is preceded by a vowel, simply add the _-ly_:

sole + ly = solely	futile + ly = futilely

The _y_ Rule

1. Words like _try_ ending with a _y_ preceded by a consonant, change the _y_ to _i_ when adding a suffix, unless the suffix begins with the letter _i_.

   try - tries, tried, trial empty - emptied, empties

   When adding _-ing_ to try, keep the _-y_, as in _trying_.

   copy - copies, copied, copying, copyist

   rely - relies, relied, reliant, reliable, relying

   EXCEPTIONS:

shyly	shyness
dryly	dryness
slyly	slyness
spryly	spryness
wryly	wryness

2. Words ending with _y_ preceded by a vowel do not change the _y_ to _i_ when a suffix is added.

   play plays, played, player, playful, playing

   EXCEPTIONS:

pay	paid	say	said
lay	laid	day	daily
gay	gaily	slay	slain

Spelling Rules for Forming Plurals

1. Add -s to most words.
   brake - brakes school - schools play - plays

2. When words end in -ch, -s, -sh, -x or -z, add -es.
   business - businesses brush - brushes match - matches

3. When words end in -o, add -es.
   potato - potatoes tomato - tomatoes

4. When words end in -f, change the -f to -v before adding -es.
   loaf - loaves knife - knives calf - calves

5. When a word ends in -y, change the -y to -i and add -es.
   company - companies

6. When words end in -ay or -ey, add only -s
   valley - valleys

7. Some unusual plurals may require a change in spelling.
   man - men woman - women emphasis - emphases
   analysis - analyses

8. There are some words that don't fit any rule.
   chief - chiefs handkerchief - handkerchiefs

Homonyms

Homonyms are words that sound alike but are spelled differently and have different meanings:

their/there/they're
it's/its
threw/through
principal/principle
hair/hare
night/knight
whole/hole
grate/great
pain/pane
nose/knows
mussel/muscle
whale/wail
beat/beet
you/ewe
cruise/crews
past/passed
hear/here
bolder/boulder
wholly/holy
claus/claws
doe/dough
which/witch
capital/capitol
peace/piece
week/weak
stationary/stationery

to/too/two
here/hear
know/no
stake/steak
eight/ate
flee/flea
plain/plane
aunt/ant
pale/pail
fourth/forth
sent/scent
bizarre/bazaar
heal/heel
for/four/fore
flower/flour
write/right
seas/sees
tee/tea
weigh/whey
pear/pair
naval/navel
handsome/hansom
course/coarse
role/roll
lesson/lessen

who's/whose
your/you're
weather/whether
by/buy
deer/dear
hoarse/horse
foul/fowl
banned/band
meet/meat
sense/scents
some/sum
one/won
bored/board
tense/tents
mist/missed
hi/high
carat/carrot
roomer/rumor
neckless/necklace
feet/feat
knit/nit
world/whirled
counsil/counsel
sight/site/cite
presents/presence

WORDS SIMILAR IN SOUND AND OFTEN CONFUSED

accept: to receive
except: to exclude

advice: counsel
advise: to give advice

affect: to influence
effect (noun): a result
effect (verb): to accomplish

all ready: quite ready
already: previously

all together: in a group
altogether: wholly

capital: wealth
capital: a city
capitol: a building

coarse: not fine, rough
course: unit of instruction

compliment: praise
complement: that which completes

council: assembly
counsel: advice
counsel: to advise

decent: moral
descent: going down
dissent: disagreement

desert: barren, waste
desert: to abandon
dessert: rich food

eminent: distinguished
imminent: impending

fourth: an ordinal (number)
forth: forward

isle: an island
aisle: a passage

lose: to suffer loss
loose: free
loose: to set free

lesson: an exercise
lessen: to diminish

passed: past tense of *pass*
past: a former time

principal: chief
principal: school official
principle: a truth

personal: private
personnel: persons

piece: a fragment
peace: quietness

right: correct
write: to record
rite: a ceremony

sight: a view
site: a location
cite: to quote

presents: gifts
presence: being present

stationary: not moving
stationery: paper

SPELLING EXERCISE

1. Our (capitol/capital) _____ is a magnificent structure.
2. There is so much to do in this area that no one should ever be (bored/board)_____.
3. Since his injury last year, his knee has remained very (week/weak) _____.
4. The (sight/site) _____ for the new arena is a good one.
5. The teacher calls the (role/roll) _____ every morning.
6. Everyone was present (accept/except) _____ Richard.
7. The computer's (effect/affect) _____ on our society is stunning.
8. He has a strong (conscience/conscious) _____.
9. The city (council/counsel) _____ will vote on that proposal.
10. Technology (affects/effects) _____ many areas of our lives.
11. Sherbet is my favorite (desert/dessert) _____.
12. I will take that math (coarse/course) _____ in September.
13. He is a man of lofty (principles/principals) _____.
14. Despite the heat, I like to hike in the (dessert/desert) _____.
15. She is the (principal/principle) _____ cellist in the symphony.
16. There is no wind and the flag is (stationery/stationary) _____.
17. The school (board/bored) _____ will vote on that issue tonight.
18. I will get some new (stationary/stationery) _____ for the letters I need to write.
19. I (advice/advise) _____ you to get an attorney.

PLURAL EXERCISE

Change the word in parentheses to its plural form.

1. The sports (hero) _____ rode in the parade.

2. We asked two (policeman) _____ for directions.

3. Please get five (knife) _____ out of the drawer.

4. I have the list of (address) _____.

5. There are several (approach) _____ to the bridge.

6. I don't like these flower (arrangement) _____.

7. There were several (controversy) _____ reported in today's paper.

8. They cut all the watermelons in (half) _____ before serving them.

9. Many (disease) _____ are curable today.

10. He bought three (loaf) _____ of bread at the store.

SPELLING EXERCISE

1. The turbulence increased when the plane began its (descent/decent) into Stapleton.
2. The bride walked down the (aisle/isle) to meet her groom.
3. A (peace/piece) of glass was responsible for the cut on her foot.
4. The little girl received many (presence/presents) on her birthday.
5. Jack will (preceed/precede) Frank on the jump.
6. The pitcher (through/threw) a ninety mile an hour fast ball.
7. The pain killer should (lesson/lessen) the pain.
8. If the (whether/weather) co-operates, we'll go on a picnic tomorrow afternoon.
9. Is that new (tableware/tablewear)?
10. We must (way/weigh) the cargo before loading it on the plane.
11. The (vacuum/vaccum) cleaner is broken.
12. To draw blood, a needle is inserted into a (vain/vein).
13. There was a robbery in the (vicinity/visinity) of our home.
14. We came home from the fair with several (souvenirs/suvenirs).
15. My son will be a (sofmore/sophomore) this year.
16. We are moving because my husband was (transfered/transferred) to a new division.
17. The race for (sherrif/sheriff) was a close one.
18. That deli (sandwhich/sandwich) was delicious.
19. Those (sissors/scissors) are extremely sharp.
20. The orchestra (rehearsal/rehersal) lasted for several hours.
21. I am (sincerely/sincerley) sorry for the rude remarks that I made.

22. The king (rained/reigned) for ten years.

23. This Chinese (restaurant/restorant) has terrific food.

24. The school board renewed the (superintendant's/superintendent's) contract for five years.

25. My English (proffesor/professor) is outstanding.

26. Do you think that you can (maneuver/manuver) the truck around those obstacles?

27. It is a (privilege/priviledge to be with you today.

28. I need to study the rules of the road so that I can get my driver's (license/lisense).

29 Please do not (interfear/interfere) in this family matter.

30. Graduation is an important (occasion/occaision).

31. It (occurred/occured) to me that you might need a ride.

32. The first day of (kindergarden/kindergarten) can be traumatic for moms and children.

33. I have bronchitis and am (horse/hoarse).

34. I'll have (plane/plain) white bread for my sandwich.

35. I love working in the (laboratory/labratory).

36. (Parallel/Parralel) construction is important in good writing.

37. The (morgage/mortgage) payment takes a big chunk out of our paychecks.

38. The firemen who saved her life are (heros/heroes).

39. Before buying the fencing materials, we had to measure the (lenth/length) and width of the yard.

40. This (handkerchief/hankerchief) needs to go in the wash.

41 That was a (fascinating/fasinating) story!

42. I (guarantee/garantee) that this product will last for at least five years.

43. The (guidance/gidance) counselor was very helpful to the senior class.

44. The (dictator/dicktator) was ruthless.

45. Did you read Ann Lander's (colum/column) today?

46. After the marathon, the runner suffered from (exhaustion/exaustion) and (fatige/fatigue).

47. It is fun to travel to a (foriegn/foreign) country.

48. The two (candadates/candidates) for governor will have a debate on Thursday.

49. Who is responsible for the (maintenance/maintainence) of the school building?

50. Suddenly, with so much (liesure/leisure) time, I don't know what to do with myself.

51. You must master the (fundementals/fundamentals) before going on to a more advanced class.

52. He is definitely the (villian/villain) in the story.

53. He is a confirmed (batchelor/bachelor) and is likely to remain so.

54. The (lieutenant/lutenant) is likely to be promoted to captain next month.

55. I am delighted to (accept/except) your kind invitation.

CONTRACTION/POSSESSION EXERCISE

1. (Their/They're/There) _____ going to the beach tomorrow.
2. (it's/its) The cat licked _____ paws.
3. (Whose/Who's) _____ in the kitchen?
4. (Their/There/They're) _____ hats and coats are in the bedroom.
5. (It's/Its) _____ a very cold day.
6. (Whose/Who's) _____ jacket is that over there?
7. (Your/You're) _____ one of the best ball players I've ever seen.
8. (they're/their/there) Too many people talk on car phones when _____ driving.
9. (your/you're) I wish _____ coat were warmer!
10. (Its/It's) _____ not too late to register for school.
11. (Who's/Whose) _____ responsible for making arrangements for the party?
12. (our/are) We need to take good care of _____ children.
13. (there/they're/their) The basket is over _____ under the chair.
14. (Who's/Whose) _____ the new bus driver?
15. (there/their/they're) They need to take _____ dishes home with them.
16. (your/you're) I wish _____ scale were easier to read.
17. (Whose/Who's) _____ children are playing in the street?
18. (there/their/they're) Too many people talk on car phones while _____ driving.
19. (You're/Your) _____ one of the best dancers I know.
20. (they're/their/there) Skiers must get off chair lifts while _____ moving.

21. (Are/Our) _____ country is the best place in the world to live.

22. (it's/its) The dog lost _____ bone.

23. (Theirs/There's) _____ earthquake insurance available, but (its/it's) _____ very expensive.

24. (our/are) The damage was so extensive that _____ insurance won't cover all the costs.

25. (Who's/Whose) _____ been sleeping in my bed?

CAPITALIZATION EXERCISES

1. The sales start every (wednesday/Wednesday) at the supermarket.
2. (he/He) caught the ball one-handed.
3. (Doctor/doctor) Jones was just leaving the office when the phone rang.
4. Today is my (Sister's/sister's) birthday.
5. I wasn't feeling well so I made an appointment with the (doctor/Doctor).
6. (Professor/professor) Wilson gave an exam this morning.
7. Can you stay with us on July (fourth/Fourth)?
8. She took them to a special (Summer/summer) festival
9. She is very excited about her upcoming trip to (australia/Australia).
10. I want to go to (europe/Europe) next summer.
11. My brother said, "(Watch/watch) this!"
12. Christmas is a special (Holiday/holiday).
13. The Gulf of (mexico/Mexico) is a great place for sailing.
14. I like to serve (Summer/summer) squash and (french/French) bread with fish.
15. I saw Dan Rather at the convention of the Democratic (party/Party) in Chicago.
16. She is going on a trip to the American (west/West).
17. They went (South/south) for the winter.
18. One of my favorite books is <u>To (kill/Kill) a Mockingbird</u>.
19. Eleanore Roosevelt was a delegate to the UN (general/General) (assembly/Assembly).
20. The (Fourth/fourth) Thursday in November is Thanksgiving.

CAPITALIZATION

DIRECTIONS: Rewrite the following passage. Supply capitalization where necessary.

In the year 1898, colonel theodore roosevelt became a hero in the cavalry unit called the rough riders. both t.r. and cousin franklin were governors. lieutenant colonel theodore roosevelt, jr. became a famous explorer for the field museum of natural history. franklin, jr. and his brother james carried on their mother and father's political tradition as congressmen in the house of representatives of the united states of america.

COMMA EXERCISE

1. If you need further information you can call the office.
2. Health departments often run free clinics in which vaccines for measles tetanus and polio are given.
3. Timely informative reports are issued to the public.
4. Firefighters ambulance drivers and paramedics are important members of an emergency response team.
5. Dr. Jones an orthodontist is very skilled at straightening teeth.
6. After gathering data the company issued statistics on employee productivity.
7. "Don't run too far" said his mother.
8. "But" he added "I'll go anyway."
9. I try to save some money every month but I'm not always successful.
10. Because the concert ended late we were not able to get home on time.
11. The relationship was stormy but the marriage survived.
12. The text book is excellent yet there are some major points missing.
13. The Rockies are a good team but they need some good pitchers.
14. As we drove to the store we were caught in a huge downpour.
15. No we will not be open on Independence Day.
16. Our trip to Washington D.C. was very exciting.
17. Joe Girardi the catcher is a good hitter.
18. According to the newspaper the parade has been canceled.
19. Since the main dish was burned to a crisp we went out for dinner.
20. Mr. Smith my math teacher is the Colorado Teacher of the Year.

COMMAS AND SEMICOLONS

1. She asked if we were comfortable then she left to get the key.

2. Neither of the boys was listening to what the other was saying they were listening for sounds from upstairs.

3. Carl Lewis ran the 100 meter race in 9.2 seconds that is an extraordinary time.

4. He would not admit that he was guilty he was afraid of the consequences.

5. Yes I do think she will come to the meeting however I doubt that her suggestions will be helpful.

6. If you have an answer to this problem please notify me immediately.

7. I asked the guests not to discuss politics I was anxious to avoid an argument.

8. I don't trust my judgment therefore I always take a friend with me when I go shopping.

9. Although not as popular platinum is more valuable than gold.

10. Bring me a knife and fork Jean so I can eat this delicious steak.

11. The prisoner was not pleased at the prospect of being paroled nor was he excited about the opportunity for a new life.

12. Anthropology is the science of man but may be regarded as a branch of zoology the science of animals.

13. John Smith who wrote an excellent paper on the election, was encouraged to major in political science.

14. She is the kind of person who works for pleasure not for money.

15. We had hoped to make the trip on foot however the bad weather prevented us from achieving our goal.

16. Some companies want a young innocent employee yet others want a mature career oriented one.

17. You must know of course that such things are not tolerated at Washington High the school with a reputation for good discipline.

18. Ahead the road is lined with thin dark elms grass grows tall in the ditches.

19. She had been swept off her feet by Jack Smith the black sheep of the family this proved to be a serious mistake and one she regretted all her life.

20. Overwork poor general health and past experiences can cause stress.

21. Although a huge collection of video tapes impresses people the tapes are expensive.

22. Herbal teas are delicate and light in color for they are a special blend of natural ingredients.

23. Run-ons sound bad to the ear try to fix them.

24. The boss had a great sense of humor nevertheless he was a strict supervisor.

25. The policeman stood at the corner he was watching the flow of traffic.

26. I saw no reason to do nothing therefore I read my book.

27. If I were rich I would have horses cars country estates and yachts my world would be one of great pleasure.

28. Recently I read James Clavell's Gai Jin Amy Tan's The Kitchen God's Wife and Maeve Binchy's Echoes they were all fascinating books.

29. The old horse tired and hungry after its long journey staggered and fell it was a long time before he could be persuaded to get up again.

30. Hi it's great to see you.

WHAT IS A SENTENCE?

A sentence expresses a *complete* thought. A sentence contains a subject (which mentions someone or something) and a predicate (which tells what the subject is doing).

There are four types of sentences: declarative, interrogative, imperative, and exclamatory.

Declarative sentences make statements. A declarative sentence can be as short as two words:

Jack ran.

This sentence illustrates the ususal word order in a declarative sentence - a noun or pronoun followed by a verb. Most sentences are declarative.

Interrogative sentences ask questions. Some interrogative sentences begin with a question word (who, what, where, why, how):

Who ran with you?

Some interrogative sentences reverse the word order of declarative sentences and begin with verbs:

Did you run?

Imperative sentences give orders. Imperative sentences appear to have no subject because "you" is the understood subject:

Get out!

Exclamatory sentences express emotions (astonishment, admiration, fear, etc.) and they close with exclamation points:

What a great writer he is!

TIPS ON WRITING COMPLETE SENTENCES

A complete sentence contains a complete thought, a subject, and a verb.

FRAGMENTS are incomplete sentences.
Examples:

That open manhole up ahead.
Got some new ankle weights.
And she lived in a town called Parker near Denver.
After pleading guilty to twenty-two traffic offenses, such as double parking, having no driver's license, speeding, and driving in such a manner as to violate the basic rule.

RUN-ONS are sentences crammed together containing more than enough for one complete sentence.
Examples:

People don't enjoy reading two sentences crammed together it's confusing.
Run-on sentences are easy to correct many people don't know how.
I did not care to question them about the time I suspected about three years had passed.
He has assembled forty pages of notes for a project, article, or book he hasn't decided which it will be.

NOTE: When you write, keep it clear and simple. Consider the person who will be reading your writing. The reader cannot read your mind or ask for further information or clarification.

MECHANICS REVIEW

Use Capitalization:

- For names of streets, cities, and states.
- For names of months of the year.
- For the salutation in a letter.
- For the first word of the complimentary close.
- For the word "I".
- For the first word in a sentence.
- For specific names of organizations, people, and places.
- For the first word of a sentence in quotation marks.
- For the titles of books, movies, and stories (short words need not be capitalized).
- For titles referring to a specific person.
- For brand names.
- For directions when indicating a specific place.
- For a proper adjective formed from a specific place name.

Use End Punctuation:

Period

- At the end of a statement or command.
- In an abbreviation.

Question Mark

- At the end of direct questions.

Exclamation Mark

- At the end of a word or sentence expressing strong feelings (surprise, shock, enthusiasm).

Use Commas:

- To separate more than two items in a list.
- To separate two adjectives that describe the same noun if and could be used between them without changing the meaning.
- To separate a descriptive word or group of words (an appositive) from the noun being described.
- To separate the name of a town from a country or state.
- To separate the day of the week from the month in a date and set off the year from the rest of the sentence.
- To set off expressions that are not essential to the meaning of the sentence (parenthetical like: for example, however, nevertheless, incidentally, etc.).
- To separate introductory words from the rest of the sentence.
- To set off a person's name or title used in direct address after a long introductory phrase.
- To separate a quotation from the rest of the sentence (place a comma before the quote).

- To separate a phrase that identifies the speaker and interrupts the quotation (first comma inside quotation marks and second comma follows the interrupting phrase).

Use Semicolons:

- To join clauses that can stand alone and are not joined by a connecting word.
- To join two clauses that could stand alone but are joined by such linking words as however and therefore.
- To join two independent clauses joined with a conjunction when there are other commas in the clauses.

Use Apostrophes:

- To replace missing letters in contractions.
- To show possession.
  Noun ending in -s, add 's.
  Plural noun ending in -s, add apostrophe only.
  Plural noun not ending in -s, add 's.

Use Quotation Marks:

- To set off a person's exact words.
- To set off an unusual term or an exact phrase used by a specific person.
  NOTE: A punctuation mark that is part of the quote is always placed before the second quotation mark.

TOPIC SENTENCES

A paragraph is a group of sentences about a single topic or idea. Generally the topic is stated in one sentence within the paragraph. The sentence that expresses the main idea, of a paragraph is called the *topic sentence*. The topic sentence is often found at the beginning of a paragraph, but it can be placed anywhere in the paragraph. When found at the beginning of a paragraph, the topic sentence tells the reader what the rest of the paragraph is going to be about.

Look at the following paragraph from The Story of the United Nations by Katherine Savage and see if you can locate the topic sentence.

The United Nations takes part in many different activities. It employs experts to study world aviation, atomic energy, and shipping in all its forms, from primitive sailing junks to modern luxury liners. Helped by United Nations funds, scientists are experimenting with new drugs and trying out industrial designs. In meteorological offices they are poring over charts of tides and winds and collecting data on the eruptions within the earth, the disturbances of the oceans, and the currents in the air. They hope to make travel safer and, by giving warning of earthquakes, tidal waves, and hurricanes, to save millions of lives.

Now consider the following paragraph from The Sea Around Us by Rachel Carson.

Krakatoa, in its destruction, became known to the entire world. The eruption gave rise to a hundred-foot wave that wiped out villages along the Strait and killed people by tens of thousands. The wave was felt on the shores of the Indian Ocean and at Cape Horn; rounding the Cape into the Atlantic, it sped northward and retained its identity even as far as the English Channel. The sound of the explosions was heard in the Philippine Islands, in Australia, and on the Island of Madagascar, nearly 3,000 miles away. And clouds of volcanic dust, the pulverized rock that had been torn from the heart of Krakatoa, ascended into the stratosphere and were carried around the globe to give rise to a series of spectacular sunsets in every country of the world for nearly a year.

PARAGRAPH DEVELOPMENT

Unity in Paragraphs

Unity means confining discussion to a single topic or idea. The topic sentence states the idea and the following sentences help explain or clarify the main idea. Any sentence that is not related to the topic of the paragraph destroys the unity and is confusing to the reader.

Paragraph Development

The topic sentence states the main idea of a paragraph in general terms. To clarify the meaning, the rest of the sentences in the paragraph must give specific details.

- Develop with facts:
  Writer must prove the topic sentence to be true.
  Facts must be given to support the topic sentence.
- Develop with ideas:
  Give examples
- Develop with reasons:
  Opinion must be supported with reasons which may be facts, examples or incidents.

Coherence in Paragraphs

Details must be arranged in a sensible order and the relationship between the details must be clear. The following are logical ways to arrange details:

- Chronological Order
  Transitional expressions (or signal words) are necessary to show the relationship between details. Examples: first, next, then, finally.
- Order of Importance
  Start with the least important and build up to the most important.
  Transitional expressions (such as first, next, furthermore, most important, and last) can be helpful in this situation, also.
- Order of Location
  Start with center of the scene and move outward.
  Present in an order that makes the location clear.

UNITY IN A PARAGRAPH

Consider the following paragraph from Get That Story by John J. Floherty.

Variety is the spice of the reporter's life. He never knows from one moment to another where his next assignment will take him or the problems that will face him. It may be a burglary, an explosion, or an exposure. It may direct him to a luxurious home or a dingy tenement, to a jail or a hospital. The story may be in the next block or a day's journey distant. Whatever it may be, he hurries to it, hoping that a beat or a good human interest story awaits him or that the story may lead to bigger things. Many a big story has grown out of some trifling event that seemed at the moment to be scarcely worth printing.

What is the topic sentence? What idea is expressed in the topic sentence? Does every sentence in the paragraph explain or clarify the main idea? Is the paragraph unified?

Write a short paragraph, using one of the following sentences as your own topic sentence. Be sure that every sentence helps explain the idea expressed in the topic sentence.

1. Our interstate highways are full of hazards.
2. Our neighbors are very friendly.
3. Cats are independent animals.
4. You can learn a great deal by collecting stamps.
5. My next job will have to be challenging.

SUBJECT IDENTIFICATION

1. My neighbor loves to go duck hunting.
2. Food is a large item in our budget.
3. The mortgage and food are the largest items in our budget.
4. Every evening after dinner he takes a walk.
5. Is there any reason for going tonight?
6. The schedule of busses on the North Academy Line had been reduced.
7. Fold the paper on the dotted line and then tear it straight across.
8. How long does the trip from Colorado Springs to Denver take by car?
9. Nevil Shute's famous novel A Town Like Alice was published in 1950.
10. The vacant lot used by children playing baseball was recently given to the city.
11. After all the rain this summer, the weeds have taken over my garden.
12. Mine is the green sweater.
13. Baseball and basketball are his favorite sports.
14. His favorite sports are baseball and basketball.
15. Neither Frank nor Jim can go to the party.
16. There were sixteen kinds of jams on sale at the fair.
17. The young children were led from their classrooms to the play yard.
18. For a fee our employees will deliver your groceries to your door.
19. A cupful of pencils and a photograph of her family sat on Judy's desk.
20. The Cheyenne Mountain Zoo recently opened a fox exhibit.

SUBJECT/VERB AGREEMENT

1. A study of his latest paintings (show/shows) remarkable improvement.
2. The representatives from our state (is/are) debating health care.
3. One disadvantage of private insurance policies (is/are) the cost.
4. This book, which contains an index and a table of contents, (give/gives) valuable information.
5. Parents of any child (has/have) a big responsibility.
6. Crime in the streets (is/are) a problem all over the country.
7. A mother with twins (has/have) her hands full.
8. The cookies with chocolate sprinkles (was/were) delicious.
9. Insurance for people who are unemployed (is/are) expensive.
10. Neither the washer nor the dryer (is/are) fixable with our limited budget.
11. One solution to financial difficulties (is/are) finding a good job.
12. Many people with special problems (need/needs) special care.
13. The girls next door (shares/share) a room.
14. A gang of boys (force/forces) another boy to join by making threats.
15. The people next door (have/has) three dogs.
16. Precision and speed in typing (are/is) acquired through hours of practice.
17. The man with the crutches (walk/walks) slowly.
18. Many people without medical insurance (avoids/avoid) medical care.
19. Neither the bus driver nor the riders (were/was) injured.
20. The students at Palmer High School (has/have) an early starting time.
21. The members of the team (is/are) issued lockers and uniforms.

SUBJECT-VERB AGREEMENT EXERCISES

1. Not only compact disks but also cassette tapes (is/are) on sale today.
2. Today the trains and busses (runs/run) on a special schedule.
3. Some of the delayed billing requests (was/were) processed by Tom.
4. Most of the residents in our complex (prefer/prefers) the new managing agent to the old one.
5. Either the technician or his assistant (work/works) the night shift.
6. In front of the barricade (stand/stands) a guard in charge of checking IDs.
7. Onions or garlic (gives/give) the sauce a zesty flavor.
8. Either the computer cards or the program (needs/need) checking.
9. There (is/are) many reasons for trouble in the Middle East.
10. The boys (plays/play) at the neighborhood park after school.
11. His opinions (is/are) important.
12. The baby-sitter for the Jones children (play/plays) baseball with the boys.
13. A gas range with electric ignition (use/uses) less gas than a stove with a pilot light.
14. His only interest (is/are) his studies.
15. A friend of mine, like all young mothers, (is/are) struggling through the "terrible twos" with her daughter.
16. The typist and the stenographer are good employees, but neither one (know/knows) a lot about legal procedures.
17. Neither Joe nor his friends (has/have) been invited to the party.
18. Both Dick and Jim (grow/grows) vegetables.
19. Either the service manager or the mechanic (inspect/inspects) the vehicles.
20. Several pages from the new catalog (is/are) missing.

21. Neither Paul nor his supporters (takes/take) seriously the polls that show him far ahead of his opponent.

22. Not only the plumber but also the carpenters (is/are) on lunch break.

23. The burden of sales taxes (fall/falls) on the poor people of our community.

24. Taste in books (differ/differs) greatly.

25. The lights on the dashboard (warns/warn) of possible trouble.

BONUS:

Ham and eggs is Jim's favorite breakfast.

IRREGULAR VERBS

Present Tense	Past Tense	Past Participle
arise	arose	arisen
awake	awoke, awaked	awaked, awoke, awoken
bear	bore	borne
beat	beat	beaten, beat
begin	began	begun
bend	bent	bent
bid (command)	bade	bidden
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
creep	crept	crept
deal	dealt	dealt
dive	dived, dove	dived
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung (hanged - executed))	hung (hanged - executed)
have (has)	had	had
hold	held	held
kneel	knelt, kneeled	knelt
know	knew	known
lie	lay	lain
lose	lost	lost
ride	rode	ridden
ring	rang	rung

rise	rose	risen
run	ran	run
see	saw	seen
seek	sought	sought
sell	sold	sold
shine	shone	shone
shrink	shrank, shrunk	shrunk, shrunken
sing	sang	sung
sink	sank	sunk
slay	slew	slain
sit	sat	sat
sleep	slept	slept
sling	slung	slung
speak	spoke	spoken
spring	sprang	sprung
steal	stole	stolen
stride	strode	stridden
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
thrive	throve	thrived
throw	threw	thrown
wake	waked, woke	waked, woken, woke
wear	wore	worn
weep	wept	wept
write	wrote	written

IRREGULAR VERB/VERB TENSE EXERCISE

1. Recently Janet (has/has been) forgetting details about her job.
2. When I get a headache I (lie/lay) down on my bed.
3. They put an old tablecloth on the ground and (sat/set) in the grass to eat their picnic lunch.
4. To stay organized, he writes down everything he (was needed/needs) to do during the day.
5. Tony (has/have) been working at the factory all summer.
6. (Is/Are) any oranges left in the refrigerator?
7. Neither of us (has/have) ever been to the Grand Canyon.
8. Seventy-five cents of the amount collected (was/were) in nickels.
9. Have you ever (come/came) home with a new pair of shoes that didn't really fit?
10. Jim (lay/laid) in the hammock while Julie washed the car.
11. The Canterbury Tales (is/are) by Geoffrey Chaucer.
12. Jack had (lain/laid) in the sun so long that he had a blistering sunburn.
13. The Indian basket had been (weaved/woven) of willow.
14. I always (lay/lie) my keys on the hall table when I come home.
15. I haven't (wore/worn) any new clothes lately.
16. John (lain/laid) his screw driver on the work bench.
17. The wild horse had been (broke/broken) to the saddle.
18. When the alarm rang, I had already (awaked/awakened).
19. When the moon had (risen/rose) in the night sky, we set off on our walk.
20. Everyday before work, Henry (swimmed/swam) ten laps in the pool.

IRREGULAR VERB EXERCISE

1. The ship (to sink) before the Coast Guard could reach it.
2. Some of the explorers were (to slay) by the natives.
3. The bee buzzed around his head and then (to sting) him on the cheek.
4. I could have (to swear) that I heard the doorbell ring.
5. She (to weep) when she heard that her son was in an accident.
6. Have you (to write) your thank you notes?
7. Yesterday she (to sweep) the floor.
8. She had (to weave) her last basket.
9. My nephew had (to begin) to notice the girls.
10. I had (to shake) hands with him before I realized who he was.
11. I have (to drive) that car many times and have never had a problem.
12. He was (to choose) by the team to be the captain.
13. I had (to take) the children with me to the store.
14. The horse had been (to ride) many times without a mishap.
15. Her imported shoes had finally (to wear) out.
16. Have you ever (to sing) so well?
17. He could have (to become) a great artist.
18. The sun (to rise) very early this morning.
19. The policeman (to shine) his flashlight into the store window.

20. The flag was (to raise) at dawn.

21. She had (to show) me her wardrobe before we were roommates.

22. The old jacket had (to hang) in the closet for several months.

23. When we arrived home that cold night, we found that the pipes had (to freeze).

24. When the music began, the congregation (to sing) with great gusto.

25. As soon as you have (to deal) the cards, we can play.

26. Have you (to forget) our date?

27. The planes rose to a high altitude and (to fly) away.

28. Without hesitating, he (to dive) into the frigid waters.

29. I shall (to lie) on the couch and rest awhile.

30. She stretched out on the sand and (to lie) on the beach all morning.

REFLEXIVE AND INTENSIVE PRONOUNS

Reflexive Pronoun:

An object pronoun used when the action of the verb is directed back upon itself. It reflects the subject just as a mirror reflects a person who looks into it.
EXAMPLE: *Mary* hurt *herself* sliding down the hill.
Used as an object when the subject both performs the action of the verb and is acted upon.

Intensive Pronoun:

Emphasizes or intensifies a noun or pronoun in the same sentence.
Provides no new information, just calls attention to the noun or pronoun to which they refer.
EXAMPLE: Mrs. Jones took the curtains down *herself*, but she was unable to put them back up again.

PLEASE NOTE:

The following forms are **NEVER** used:

hisself	theirself
ourself	theirselves

PRONOUN EXERCISE

1. They, (theirselves/themselves), are best in sales.
2. His manager was not as strong as (he/him).
3. Jim can play ball as well as you or (I/me).
4. (I/Me) am going to another garage sale.
5. Are you counting on (they/them) to bring the pie?
6. (They/Them) want me to buy a new car.
7. Is she coming between you and (he/him)?
8. Is that (your/you're) telephone number?
9. He did it all by (hisself/himself).
10. I am going to take (she/her) with us.
11. I (myself/me) am going to the late movie.
12. They went by (theirselves/themselves).
13. Do you know if (us/we) can go with them to the beach?
14. The last to depart were Bill and (her/she).
15. The table is reserved for you and (I/me).

NOUNS

Nouns name a person, place or thing and can be classified in several ways.

Common nouns: name any, some or all members of a group. They are not capitalized.
Examples: singer, continent, car.

Proper nouns: name a specific member of a group. Proper nouns ARE capitalized.
Examples: Chevrolet, Louise, Europe.

Abstract nouns: name thoughts, notions, or emotions (things we cannot perceive with out senses).

Examples:	hope	truth	democracy
	love	courtesy	courage
	belief	justice	sadness

Concrete nouns: name something we can perceive with our senses (see, touch, taste, smell, hear).

Examples:	apples	berries	giraffe
	beans	song	table
	knife	piano	noise

Compound nouns: combinations of two or more words that form a new word or phrase that functions as a noun.

Examples:	countdown	cowboy	mailbox
	ice cream	earring	mother-in-law

Collective nouns: name a group considered as a whole.

Examples:	cache	batch	cluster
	team	committee	flock

DIRECT OBJECTS/INDIRECT OBJECTS

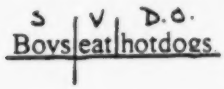
Direct objects receive the action of the verb. *The direct object answers the question* "what?" or "whom?" after the verb.

Examples: I opened the package. (Package tells what.)
I met her. (Her tells whom.)

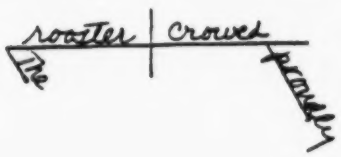
Indirect objects indicate to or for whom or what something is done. An indirect object can always be changed into a phrase beginning with the preposition "to" or "for".

Example: Jim bought his little brother an ice cream cone. (Cone answers the question bought whom or what, so cone is the direct object. Brother answers the question bought a cone for whom or what, so brother is the indirect object..

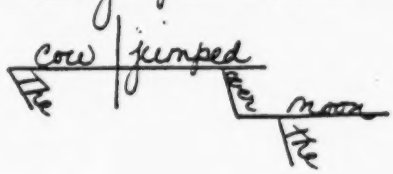
NOTES ON DIAGRAMMING:



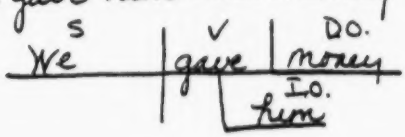
The rooster crowed proudly.



The cow jumped over the moon.



We gave him the money



ADJECTIVES:

- Modify nouns or pronouns.
  (A modifier makes words more specific by describing or by limiting.)
- Answer the questions "What kind of ( )?", "How many?". "Which one?"
  EXAMPLE: He was a slim young Spaniard of medium height with a dark complexion and quizzical eyes.
- Can appear immediately before nouns or in the predicate after a linking verb.
  EXAMPLES: She wore clean gloves.
  Pictures can be beautiful.
- Are articles (a, an, the)
- Are possessive pronouns (mine, their, etc.)
- Are numbers, both cardinal (one, two, three, etc.) and ordinal (first, second, third, etc.)
  EXAMPLE: There are twenty cars in the parking lot.
- Can have distinctive endings.

Nouns	Endings	Adjectives
remark	-able	remarkable
person	-al	personal
wood	-en	wooden
color	-ful	colorful
magnet	-ic	magnetic
girl	-ish	girlish
excess	-ive	excessive
care	-less	careless
friend	-ly	friendly
fame	-ous	famous
sugar	-y	sugary
jewel	-ed	jeweled

- Can be proper (formed from proper nouns)
  EXAMPLES: The value of the American dollar is falling throughout the world.
  She bought three loaves of French bread.
  San Francisco has many beautiful Victorian homes.
- Have three degrees of comparison: positive (simple), comparative (comparing two people or things), and superlative (comparing three or more people or things)
  EXAMPLES: Jim is tall.
  Bob is taller than Jim
  Tom is the tallest of the group.

  For adjectives of one syllable (and some of two syllables) add -er to form the comparative and -est to form the superlative.
  For adjectives containing three or more syllables use more and most to form comparatives and superlatives.
  EXAMPLES: Jack is a successful inventor.
  Jim is more successful than Jack.
  John is the most successful.

EFFECTIVE USE OF ADJECTIVES

Consider the following paragraphs:

1. My parents decided to have dinner at a restaurant last evening. It was about 6:30 when we entered the dining room. After a while the hostess seated us. A waiter spread a tablecloth over the table. Then he placed silverware and napkins on the table along with some glasses. When our order came, I was served soup, rolls, potatoes, steak, and beans. For dessert I had a piece of cake and a glass of milk. What a meal!

2. My parents decided to have dinner at a restaurant last evening. It was about 6:30 when we entered the cramped and gloomy dining room. After a while the grumpy hostess seated us. A clumsy waiter spread a dirty tablecloth over the table. Then he placed rusty silverware and crumpled napkins on the table along with some cloudy glasses. When our order came, I was served watery soup, soggy rolls, burned potatoes, tough steak and cold beans. For dessert I had a small piece of stale cake and a glass of warm milk. What a meal!

John Burroughs in Wake-Robin

Passing down through the maple arches, barely pausing to observe the antics of a trio of squirrels - two gray ones and a black one - I cross the ancient brush fence and am fairly within the old hemlocks, and in one of the most primitive undisturbed nooks. In the deep moss I tread as with muffled feet, and the pupils of my eyes dilate in the dim, almost religious light. The irreverent red squirrels, however, run and snicker at my approach, or mock the solitude with their ridiculous chattering and frisking.

Eudora Welty in "A Visit of Charity"

It was midmorning - a very cold, bright day. Holding a potted plant before her, a girl of fourteen jumped off the bus in front of the Old Ladies' Home, on the outskirts of town. She wore a red coat, and her straight yellow hair was hanging down loose from the pointed white cap all the girls were wearing that year. She stopped for a moment beside one of the prickly dark shrubs with which the city had beautified the Home, and then proceeded toward the building, which was of whitewashed brick and reflected the winter sunlight like a block of ice. As she walked vaguely up the steps, she shifted the small pot from hand to hand; then she had to set it down and remove her mittens before she could open the heavy door.

ADJECTIVE EXERCISE

DIRECTIONS: Underline the adjectives in the following sentences.

1. Judy had a high, squeaky voice.
2. My den is silent and quiet.
3. His once brick-red hair is now gray.
4. The farmer brought his early vegetables to market.
5. The flowers looked fresh and beautiful.
6. The early bird catches the worm.
7. The sky is blue.
8. We had ice water and warm muffins while we waited for dinner to be served.
9. Dan is an only child.
10. The house is hot in the summertime.
11. The lively cat jumped up on the big, green couch.
12. Our house is the oldest on the block.
13. My nephew is the most infuriating child I have ever met.
14. Janice thinks that good manners are the basis for good personal relationships.
15. My summer clothes are in the cedar closet.

PREPOSITIONS

Prepositions are words that indicated connections between other words. They can indicate space relationships or time relationships and connections between ideas. Note the relationship in the following sentence:

The keys are *on* the table.

The preposition *on* indicates the relative positions of the keys and the table.

The only way to recognize prepositions is to memorize the most common ones. Here is a list of the most common one-word prepositions:

about	despite	over
above	down	past
across	during	regarding
after	except	since
against	excluding	through
along	for	throughout
among	from	till
around	in	to
as	including	toward
at	inside	under
before	into	underneath
behind	like	unlike
below	near	until
beneath	of	up
beside	off	upon
between	on	with
beyond	onto	within
by	out	without
concerning	outside	

PLEASE NOTE: Some of these words can function as other parts of speech. For example, *for* is a coordinating conjunction, *as* and *since* are also subordinating conjunctions, and *outside* is also an adverb.

PREPOSITION EXERCISE

Directions: Underline the prepositions in the sentences below.

1. Denver is the capital of Colorado.
2. David's book is about a school of fish.
3. I drove past Judy's house every evening last week.
4. I saw her last sometime in July.
5. We both have confidence in him.
6. She always wanted someone to play with her.
7. My grandfather used to take us to the circus.
8. The man had an anchor tattooed on his arm.
9. The commander kept strictly to himself.
10. She put the pie in the oven at noon.
11. He napped for two hours.
12. I'll meet you in the park at seven o'clock.
13. The casserole is made of eggs and cheese.
14. The little girl hid behind the door.
15. I went to the market with my brother.
16. My glasses were on the floor.
17. Many U.S. presidents came from Virginia.
18. The children lay down on the grass in the shade of a tree and went to sleep.
19. Everyone applauded wildly for five minutes.
20. The robber was standing near my car.

VERBS

Verbs are words that express action (both physical and mental) or a state of being.

TYPES OF VERBS:

Linking Verbs do not express action. They connect the subject to the word or words that follow. The following are linking verbs: is, am, are, was, were, being, been, be, feel, sound, look, appear, remain, seem, taste, smell.

Examples: Vinyl floors are easy to clean.
My favorite snack is Ranger Cookies.
John appeared tired after the race.
Low calorie diets seem risky.
Her forehead feels hot.

Auxiliary or Helping Verbs do not appear alone in sentences. They are always accompanied by one or more verbs. The following are examples of auxiliary verbs: is, am, are, was, were, be, being, been, do, does, did, has, have,had, shall, will, should, might, may, can, would.

Examples: He was watching you.
The Eskimos were living in igloos.
I shall go to the store tomorrow.
They have been playing in the yard since early this morning.

VERB TENSES:

Present Tense verbs describe actions or conditions that take place at the same time they are being described.

Examples: I see the clouds.
He hates to make decisions.
She walks to the store.
They run in the mud.

Past Tense verbs describe actions or conditions that took place at a time before they were described.

Examples: She refused to wash the dishes.
Judy lit the candles just before dinner was served.
The bride planned every detail of the wedding.
I walked home from the store.

Future Tense verbs describe actions that will take place after they are described.

Examples: I will bake a chocolate cake for the party.
We will hold a garage sale next week.
The soup will contain chicken, corn, beans, and pasta.
Stretching before exercising will prevent injury.

Perfect Tenses are used to describe how an event in the present, past or future continues to be relevant at a later time. The perfect tenses combine the past participles of verbs with one or more auxiliary verbs.

Examples: Jim has arrived at work. (Present Perfect. Jim's arrival is reported and it is suggested that he is still there.)

Helen has shopped at Hibbards since she was a child. (Present Perfect. This sentence describes events that started in the past and continue into the present.)

Jim had already arrived at work when the boss walked in. (Past Perfect. This sentence describes an event in the past and shows it to be relevant at a later time.0

Jim will have arrived at work by the time the boss walks in. (Future Perfect. This sentence describes an event in the future and shows its relevance to another event in the future.)

I will have returned home by midnight. (Future Perfect. This sentence describes actions that will take place before some specified time.)

EFFECTIVE USE OF VERBS

Some verbs can be general and others can be precise. For example, *walk* is a general verb. *Amble, stroll, swagger, march,* and *saunter* are precise because they describe specific ways of walking. The use of precise verbs helps make writing come alive and be more interesting.

Consider the following composition which tells how victory was achieved in the final minutes of a football game. Take note of the verbs used which clearly describe the actions that take place.

With three minutes left in the game, and a tie score, we had a first down on our opponent's twenty-yard line. We hammered at their line but could not make a dent in it. By the third down, we were desperate. Finally, our guard and tackle ripped an opening in the center of their line and our fullback plunged through. He was staggered by a glancing tackle, recovered his balance, and raced on until he was tackled within five yards of the goal line.

On the next down, with only seconds left, our halfback carried the ball. Taking it on a quick pass, he dashed for the right end. His interference blocked two opposing men who came rushing in. Two other men lunged for him. He swerved aside, then sprinted for the corner of the goal line. Their safety man grabbed him, but our man dragged the tackler with him for the three yards to the goal line. Our man fell across the line as the gun signaled the end of the game. We had won by six points.

Charles Reade in <u>The Cloister and the Hearth</u>

As in a mist he heard a twang. He glanced down. Denys, white and silent as death, was shooting up at the bear. The bear snarled at the twang, but crawled on. Again the crossbow twanged, and the bear snarled and came nearer. Again the crossbow twanged, and the next moment the bear was close upon Gerard, where he sat, with hair standing stiff on end, and eyes starting from their sockets, palsied. The bear opened her jaws like a grave, and hot blood spouted from them upon Gerard as from a pump. The bough rocked. The wounded monster was reeling; it clung, it stuck its sickles of claws deep into the wood; it toppled, its claws held firm, but its body rolled off, and the sudden shock to the branch shook Gerard forward on his stomach with his face upon one of the bear's straining paws. At this, by a convulsive effort, she raised her head up, up, till he felt her hot fetid breath. Then huge teeth snapped together loudly close below him in the air, with a last effort of baffled hate. The ponderous carcass rent the claws out of the bough, then pounded the earth with a tremendous thump.

VERB EXERCISE

1. A month had elapsed.
2. They greeted me in a cordial manner.
3. I gave him my address.
4. I might have been thrown from the car if I hadn't been wearing a seatbelt.
5. The ransom should never have been paid.
6. I am so glad to see you!
7. Are you a very patient lady?
8. Have you ever been to France?
9. Letters have been sent to all the employees.
10. Jean had never been there before.
11. She is coming to my house.
12. The family immigrated to the United States from Romania.
13. Bob misplaced his portable telephone.
14. Michael attended a basketball camp at the Air Force Academy.
15. He arose in the darkness.
16. The children always leave the old newspapers on the kitchen table.
17. The lifeguard rescued a stranded swimmer.
18. None of the clocks in the house was right.
19. I shook hands with some people I had never met before.
20. Henry drives his children to school.

ADVERBS:

- Describe verbs, adjectives or adverbs.
- Answer the questions "How?", "How often?", "When?", "Where?", or "To what degree?"

  EXAMPLES: He runs fast. (Runs how? Fast.)
  He runs now. (Runs when? Now.)
  He runs away. (Runs where? Away.)
  She is too thin. (How thin? Too thin.)
  They moved too far away. (They moved where? Away. How far? Too far.)
- Often (but not always) end in -ly. Adding -ly to many adjectives turns them into adverbs.

Adjectives	Adverbs
angry	angrily
careful	carefully
complete	completely
extreme	extremely
happy	happily
hopeful	hopefully
insane	insanely
kind	kindly
loud	loudly
noisy	noisily
peaceful	peacefully
polite	politely
quiet	quietly
real	really
slight	slightly
soft	softly
strange	strangely
sweet	sweetly
truthful	truthfully

- Have three degrees of comparison: positive (simple form), comparative (comparing two actions) and superlative (comparing three or more actions).

  EXAMPLES: Jim ran fast in the race.
  Jack ran faster than Jim.
  Michael ran the fastest of all.

  For adverbs of one syllable add -er to form the comparative and -est to form the superlative. For longer adverbs or adverbs ending in -ly, use more or most. All adverbs use less and least.

  EXAMPLES: Ruth was behaving strangely.
  Hannah was behaving more strangely than her sister.
  Of the group, Julie was behaving most strangely.

EFFECTIVE USE OF ADVERBS

Consider the following paragraphs:

1. The alarm sounded in the lighted station house. Men began moving toward the huge red and silver fire trucks standing in the doorways. Some put on helmets and rubber coats. Others slid down the thin brass pole that connected the engine room with the sleeping quarters above. Drivers climbed into the trucks and started the motors. The big doors opened to the hot, dark night, and the hook and ladder, with men clutching its sides moved out into the street. The other trucks followed. With sirens wailing, Engine Company Number 7 made its way across the city to another fire.

2. The alarm sounded feebly in the dimly lighted station house. Wearily men began moving toward the huge red and silver fire trucks standing in the doorways. Some grumpily put on helmets and rubber coats. Others slid awkwardly down the thin brass pole that connected the engine room with the sleeping quarters above. Drivers climbed slowly into the trucks and started the motors. The big doors opened squeakily to the uncomfortably hot, dark night, and the hook and ladder, with men cautiously clutching its sides, moved out into the street. The other trucks followed timidly. With sirens wailing, Engine Company Number 7 unhappily made its way across the city to another fire.

Now consider the following passage from a story by the English writer D. H. Lawrence. Paul, the boy who is the central character of the story, overhears his mother say that their family is unlucky. The boy decides that the way to find luck is to ride his rocking horse to it.

He went off by himself, vaguely, in a childish way, seeking for the clue to "luck." Absorbed, taking no heed of other people, he went about with a sort of stealth, seeking inwardly for luck. He wanted luck, he wanted it, he wanted it. When the two girls were playing dolls in the nursery, he would sit on his big rocking horse, charging madly into space, with a frenzy that made the little girls peer at him uneasily. Wildly the horse careered, the waving dark hair of the boy tossed, his eyes had a strange glare in them. The little girls dared not speak to him.

When he had ridden to the end of his mad little journey, he climbed down and stood in front of his rocking horse, staring fixedly into its lowered face. Its red mouth was slightly open, its big eye was wide and glassy-bright.

"Now!" he would silently command the snorting steed. "Now, take me to where there is luck! Now take me!"

ADVERB EXERCISE

1. Microwave ovens cook quickly.
2. Robert works too hard.
3. He made money almost effortlessly when the stock market was rising.
4. The cat sleeps here every night.
5. She is always blamed for everything.
6. I never call him by his nickname.
7. Please visit us again.
8. I am too busy to help.
9. How could this happen?
10. Slowly, the elevator went down.
11. Jack opened the door and looked in.
12. He will come home from the hospital soon.
13. The cadets throw their hats high in the air at the end of the graduation ceremony.
14. He sat back and gazed up at the sky.
15. Step inside and sign the register.
16. She was very excited about the party.
17. He plays bridge badly.
18. Jack is really handsome.
19. I am extremely shy.
20. He clearly explained the rules of the game.

ADJECTIVE/ADVERB EXERCISE

1. He is the (friendlier/friendliest) singer in our whole group.
2. The (less/fewer) people involved. the better is the chance for success.
3. He felt (bad/badly) about the accident.
4. She looked (sharp/sharply) at the sign.
5. They are the (slower/slowest) members of the group.
6. They both felt (good/well) after winning the game.
7. Bill and Dan were by no means the (worse/worst) of the players.
8. Between the two books, the first is the (better/best).
9. She drives that car (more/most) quickly than I.
10. He talked (louder/more loudly) than his brother.
11. This is the (bumpiest/most bumpiest) flight I've ever experienced.
12. The black belt is (cheaper/cheapest) than the brown one.
13. They both play checkers so (good/well).
14. If you can work (quiet/quietly), you can finish your homework in class.
15. Try to speak more (careful/carefully) when addressing the group.
16. We did (good/well) on the final examination.
17. How (much/many) people are going on the ski trip?
18. He ran (bad/badly) in his first race, but did much better in the second race.
19. Louise scored (perfect/perfectly) on the English section of her college entrance examination.
20. The kitchen smelled (bad/badly) before Scott cleaned it up.

FRAGMENT/RUN-ON EXERCISE

Review: A _____ is two sentences run together.
A _____ is a sentence that is not complete.

DIRECTIONS: Look at each sentence and decide if it is a good sentence, a fragment, or a run-on. (It will be helpful to identify the subjects and verbs in each sentence.) Mark sentences with an S, fragments with an F, and run-ons with an R.

1. Janet is a student at Palmer High School, and she is doing well.
2. She a good student.
3. Gets above average grades.
4. She studies hard she is also active in sports.
5. She plays on the volleyball team.
6. She is happy this year last year she wasn't.
7. Last year had a problem with alcohol.
8. Her friends were drinking she wanted to also.
9. Didn't want to be the odd one out.
10. Her grades plunged, and she stopped attending school.
11. Finally a counselor talked with Janet.
12. Convinced Janet to join an alcohol abuse program.
13. Was difficult, but Janet gave up alcohol.
14. Janet is repeating eleventh grade, this time she is doing very well.
15. Janet is a very lucky young lady.

CONJUNCTIONS

Conjunctions are words that connect words, phrases, or clauses. There are three types: coordinating conjunctions, correlative conjunctions, and subordinating conjunctions.

Coordinating Conjunctions:

Connect words, phrases, or clauses that are basically equal in importance.
And means "in addition to" and is used to connect two ideas.
But introduces an exception or contradiction. Use when contrasting two ideas.
Or offers alternatives (one of two things is possible, but not necessarily both).
Nor is the negative form of *or*. It is used only in negative sentences and must follow words such as *no, not ,never,* and *neither*.
Yet means "nevertheless" and doesn't usually join nouns or pronouns.
For, meaning "because," is used to connect two sentences when the second sentence explains a reason for an event or circumstance described in the first sentence.
So means "therefore" and is used to connect two sentences when the second sentence describes the result of an action or circumstance mentioned in the first sentence.

Correlative Conjunctions:

Pairs of words used to join words, phrases or sentences.
both....and
either....or
neither....nor
not only....but also
whether....or

Subordinating Conjunctions:

Subordinating conjunctions join subordinate (dependent) clauses to main clauses to form complex sentences.
They clarify time sequences, express possibilities, compare ideas, add information on location and manner, and explain cause-and-effect relationships.
Subordinating conjunctions and their purposes:
Time - *after, before, since, once, until, when, whenever, while.*
Reason/Cause - *as, because, since.*
Condition - *although, even though, though.*
Result/Effect - *in order that, so, so that, that.*
Location - *where, wherever.*
Choice - *rather than, than, whether*

SUBORDINATING CONJUNCTION QUIZ

List as many subordinating conjunctions as you can for the following categories:

TIME	REASON/CAUSE	CONCESSION	LOCATION
	CONDITION	RESULT/EFFECT	CHOICE

SENTENCE COMBINING QUIZ

1. List as many conjunctive adverbs as you can that:
   a. connect two ideas
   b. contrast two ideas
   c. compare two ideas
   d. show a result
   e. show time passing
   f. emphasize

2. When using a conjunctive adverb to combine sentences, what punctuation is required?

3. List the coordinating conjunction that:
   a. connects two ideas
   b. contrasts two ideas
   c. shows a cause
   d. negates a possibility
   e. shows another possibility
   f. shows a result

4. What punctuation is required when combining sentences with a coordinating conjunction?

PARALLEL CONSTRUCTION EXERCISE

Directions: Rewrite the following sentences so that the construction is parallel.

1. He enjoyed hunting and to fish.

2. The magazine article was short, informative, and reading it was easy.

3. He can't remember whether a checkerboard has sixty-four squares or that it has forty-eight squares.

4. The boys were not sure if the rock they found is igneous or to be a sedimentary rock.

5. Paying the rent and the utility bills can be difficult.

6. I often fantasize about being rich and buy a Corvette.

7. He wanted to know our names, where we lived, and our phone numbers.

8. The doctor was very expensive, but who proved very competent.

9. On our trip to the Grand Tetons we met Jim Jackson, a typical cowboy and who had lived in Wyoming all his life.

10. She was not only confused by the road signs, but she had left her glasses at home.

SUBORDINATION EXERCISE

Rewrite the following sentences by subordinating the less important ideas. Remember to use the correct subordinating conjunctions.

1. I didn't see the traffic light and I didn't stop.

2. Jack is going to the store, and he has to buy some food.

3. Fred is a big man, and he likes dancing.

4. Judy made a beautiful outfit, and you had to consider that a pattern was not used.

5. I play racquetball, and I like it.

6. Rounding the corner, the alarm went off.

7. Sometimes violent storms arose and then the workers sought shelter.

8. It started to rain, and they left the picnic.

9. They cleaned the pool and the water was clear.

10. The meeting is at night, and it is well attended.

MISPLACED MODIFIER EXERCISE

Rewrite the following sentences to correct the misplaced modifier.

1. There's a pen in the case that's leaky.

2. She almost called the doctor, worried about the baby.

3. There is a job in the paper that is interesting.

4. Struggling against him, he tried to lift the infant.

5. She sipped from the mug perched on the table frequently.

6. Sean Casey wanted to be a priest when he was a boy.

7. Janice borrowed a bicycle from her friend with ten speeds.

8. He had a ribbon around his neck that was tied with a bow.

9. Jim bought a German Shepherd from a neighbor that was already housebroken.

10. He bought a Miata from a dealer that had been completely repainted.

SKILLS FOR A COMPETITIVE WORKFORCE
PARTICIPANT DATA SHEET

Please fill out the following information. Print or write clearly. This information will be used for demographic and statistical purposes only.

SECTION I (Identification)

Name:_____ Social Secunty Number: ___ - ___ - ____
Last Name, First Name Middle Initial

Street Address:_____ City:_____ Zip Code:_____

Phone Number: (___) ___ - ____

Department: _____ Position:_____

SECTION II (demographic information)

1. Yrs. with company (circle one): a. unemployed b. 0-5 c. 6-10 d. 11-15 e. over 16

2. Age: __ 3. Sex: M F

4. Ethnicity (circle one): a. White b. Black c. Hispanic d. American Indian/Alaska Native
e. Asian/Pacific Islander f. Other

5. Single: Y N
Head of Household: Y N

6. Is English your second language? Y N

7. Participating in (circle one or more):
a. Basic Skills Program
b. GED Program
c. ESL Program

SECTION III (outcome information)

Assesment Planning:

8. Course Title:_____ (check one: __ Basic Skills, __ GED, __ ESL)

	Goals	Assessment Tool	Pre-Asses Results	Post-Asses Results	Improved
9.	Test Higher on Basic Skills: _____				Y N
10.	Improved Communication Skills:				Y N
11.	Increased Productivity:				Y N
12.	Improved Work Attendance:				Y N
13.	Increased Self-Esteem:				Y N

14. Contact Hours: __ __ __ __

15. Course Title:_____ (check one: __ Basic Skills, __ GED, __ ESL)

	Goals	Assessment Tool	Pre-Asses Results	Post-Asses Results	Improved
16.	Test Higher on Basic Skills: _____				Y N
17.	Improved Communication Skills:				Y N
18.	Increased Productivity:				Y N
19.	Improved Work Attendance:				Y N
20.	Increased Self-Esteem:				Y N

21. Contact Hours: __ __ __ __

22. Course Title:_____ (check one: __ Basic Skills, __ GED, __ ESL)

	Goals	Assessment Tool	Pre-Asses Results	Post-Asses Results	Improved
23.	Test Higher on Basic Skills: _____				Y N
24.	Improved Communication Skills:				Y N
25.	Increased Productivity:				Y N
26.	Improved Work Attendance:				Y N
27.	Increased Self-Esteem:				Y N

28. Contact Hours: __ __ __ __

29. Course Title:_____ (check one: __ Basic Skills, __ GED, __ ESL)

	Goals	Assessment Tool	Pre-Asses Results	Post-Asses Results	Improved
30.	Test Higher on Basic Skills: _____				Y N
31.	Improved Communication Skills:				Y N
32.	Increased Productivity:				Y N
33.	Improved Work Attendance:				Y N
34.	Increased Self-Esteem:				Y N

35. Contact Hours: __ __ __ __

WORKPLACE LEARNING PROGRAM
PARTICIPANT EVALUATION
CURRENT AND PIKES PEAK COMMUNITY COLLEGE

Please answer the questions which follow. Your responses will help us in making improvements in the course.

1. How would you rate the content of this course?

Too Difficult		Just Right		Too Easy
5	4	3	2	1

2. How would you rate the quality of the instruction materials?

Very Interesting		Somewhat Interesting		Uninteresting
5	4	3	2	1

3. How useful was the course in helping you on the job?

Very Useful		Somewhat Useful		Not Useful
5	4	3	2	1

4. Overall, how satisfied were you with the course?

Very Satisfied		Somewhat Satisfied		Very Dissatisfied
5	4	3	2	1

5. What did you like the best about this course?_____
_____
_____
_____

6. What could have been done to improve the effectiveness of the course?_____
_____
_____
_____

7. How would you rate the quality of the instructional materials?
_____
_____
_____

8. Would you like additional time spent on this subject? Yes_____
No_____ If yes, what specific subjects?_____
_____
_____

9. In what specific ways has this course helped you to do your job better?_____
_____
_____

10. How has this course helped meet goals you set before taking it?

11. Would you recommend this course to a co-worker? Yes_____No_____
Why or Why not?

12. Do you feel more confident about your learning abilities because of this class?

13. Will what you learned in class make a positive, noticeable difference in your outside interests?

EVALUATION

STUDENT DAILY LOG

NAME:

DATE:

CLASS:

1. What did you learn today? What did you find useful about the lesson? How was it interesting?

2. What did you find not necessarily useful, and what could have been done to improve the effectiveness of the lesson?

3. What other reactions do you have to the class, materials, discussion, etc.?

4. Are you comfortable with the material? Why or why not?

5. How have you used any of the information learned in previous classes?